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ABSTRACT

The mission of the Florida Model Noninstructional Adult Literacy Centers is to identify, contact, and counsel adults (16 years of age or older) who lack basic or functional literacy skills and to refer them to appropriate private and public agencies. The centers were mandated by Florida state laws. Funding is provided by the state and through cooperative agreements with Job Training Partnership Act agencies and other agencies. The eight centers are located in three school districts and five community colleges throughout Florida. Center functions include establishing networks, working with community agencies, testing and referring adults to appropriate agencies, and public relations. Strategies include cooperative agreements and use of volunteers and advisory councils. The centers are expected to increase public awareness of literacy needs and resources and result in increased enrollments in community literacy programs and increased literacy. Center effectiveness is evaluated on the basis of an annual report. During the first 3-year period of operation, the centers identified more than 25,000 adults, contacted about 22,000 of them, and counseled 19,000 people and referred most of them to literacy programs; almost 10,000 people enrolled. In addition, many cooperative agreements were developed. Continuing and augmented efforts are planned for the future. (Appendixes include relevant state legislation and rules and evaluation criteria.) (KC)

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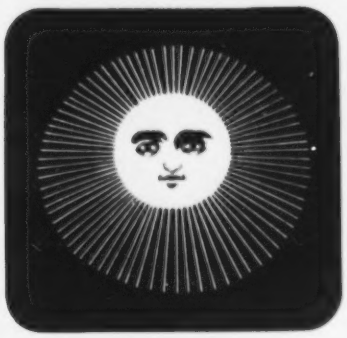
Florida Model Noninstructional Adult Literacy Centers



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This publication was promulgated at a cost of $4,953.00, or $1.651 per copy, to increase understanding about the integral role of model noninstructional adult literacy centers in the state's campaign to reduce illiteracy.

Florida Model Noninstructional Adult Literacy Centers

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

Bureau of Adult and Community Education

March 1991

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Purpose of the Centers

The mission of the Florida Model Noninstructional Adult Literacy Centers is to identify, contact, and counsel adults (sixteen years or older) lacking basic or functional literacy skills and to refer them to appropriate private and public agencies. By bringing together all relevant community resources to identify undereducated adults and by coordinating literacy efforts, the centers serve as "brokers" for educational opportunities, rather than as direct participants in the instructional process.

Overview. By describing the objectives and benefits of center activities, this booklet provides a ready source of information for legislators, administrators of community colleges and school districts, directors of adult and community education, local practitioners, and other decision makers, providers, and literacy stakeholders. Its major purpose is to expand understanding about the integral role of noninstructional adult literacy centers in the state's overall campaign to reduce illiteracy.

Introduction

Illiteracy has become a national problem of epidemic proportions. In Florida, where a growing number of residents are non-English-speaking immigrants, the problem is especially acute.

The Florida Literacy Coalition estimates that at least one million people in the state cannot read or write well enough to function effectively in society. In Brevard County, for example, more than 80,000 adults—that is, one of every three—are functional illiterates. In Volusia and Flagler counties, over 85,000 adults have 0–8 years of schooling, and over 128,000 lack a high school diploma.

Figures like these mean that far too many Floridians have difficulty locating telephone numbers, reading road signs, completing job applications, and taking driver's license exams. They are unable to read important instructions—for taking medicines, using household appliances, operating machinery on the job.

Symptoms of basic-skills deficits appear widely in the workplace: Secretaries have difficulty reading and writing at levels required by their jobs. Managers and supervisors are unable to write grammatically correct paragraphs. Skilled and semiskilled employees, including bookkeepers, are unable to use decimals and fractions in mathematical computations.

No problem more seriously jeopardizes the economic future of this country than illiteracy in the workplace. And with rapidly developing technology, the urgency of the need for workplace literacy continues to accelerate.

Policy Objectives. The Florida legislature has responded to the crisis with several initiatives. In 1987, Florida Statute (F.S.) 228.0713 mandated the formulation of state and local adult literacy plans to attack the problem of adult illiteracy in an organized, systematic, and coordinated manner. This statute also established policy objectives for the state of Florida:

- By 1995, Florida will reduce the percentage of the adult population lacking **basic** literacy skills (grade level 0 through 3.9) from the current level of 3.5 percent to 2 percent.
- By 1995, Florida will reduce the percentage of the adult population lacking **functional** literacy skills (grade level 4.0 through 8.9) from the current level of 18 percent to 10 percent.

Legislative Mandate. As part of its offensive against illiteracy, the 1987 legislature also enacted F.S. 228.0725, requiring the development of model noninstructional adult literacy centers. These centers, to be established at selected community colleges and public-school-district sites, were directed not to duplicate services but to support and promote existing public and private instructional adult literacy programs. Strengthening the linkages between existing literacy providers and related organizations was to be a key role for the centers.

As **noninstructional** centers, they were charged with identifying, contacting, and counseling adults (sixteen years or older) lacking basic or functional literacy skills and with referring them to appropriate private and public agencies. By bringing together all relevant community resources to identify undereducated adults and by coordinating literacy efforts, the centers were designed to serve as "brokers" for educational opportunities, rather than as direct participants in the instructional process.

As **model, or pilot,** programs, they were expected to serve future noninstructional centers. By testing and reporting the effectiveness of various strategies, they were to help other programs avoid the costs of trial and error.

Expansion. Since their inception in 1987, the success of the original seven centers has been so marked that an eighth center has been established at Lake-Sumter Community College. Although under the administrative aegis of the college in Leesburg, the new center itself is headquartered in Sumterville.

Proposed Statutory-Language Change. Now that the centers are well established, a proposal before the State Board of Education recommends a change in their designation from *model noninstructional adult literacy centers* to simply *adult literacy centers*. A name change will affect neither the purpose nor the functions of the centers.

Funding and Other Resources

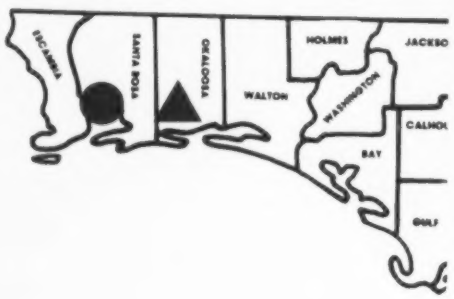
The General Appropriations Act for Fiscal Year (FY) 1987–88 allocated $100,000 to each of seven designated sites: four community colleges—Brevard, Miami-Dade, Daytona Beach, and Okaloosa-Walton—and three school districts—Broward, Polk, and Santa Rosa. In FY 1988–89, $50,000 was allocated to each center, and in FY 1989–90, $100,000 to each. In FY 1990–91, when the eighth center was established at Lake-Sumter Community College, every center again received an allocation of $100,000. The program is funded with state lottery dollars.

Funds appropriated for the centers provide support for personnel, training, training materials and supplies, facilities, and travel for outreach.

Other financial and human resources are made available through cooperative agreements. For example, Job Training Partnership Act (JTPA) agencies and Project Independence (of the Department of Health and Rehabilitative Services [HRS]) provide vital support services such as transportation and child care.

Locations of Centers

The eight centers serve clients in areas of great need. They are located in three school districts and five community colleges:

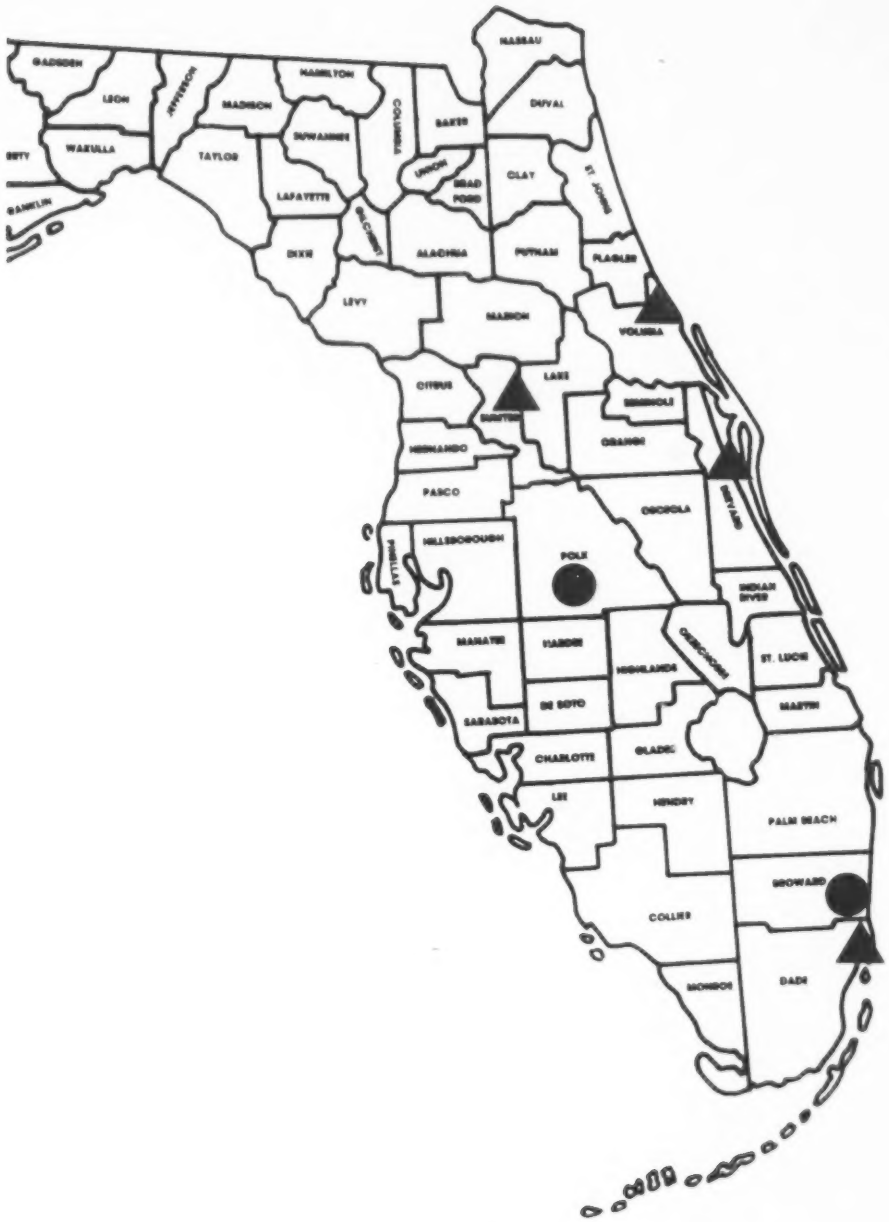


School Districts

- Broward County, in Fort Lauderdale
- Polk County, in Lakeland
- Santa Rosa County, in Milton

Community Colleges

- Brevard Community College, in Cocoa
- Daytona Beach Community College, in Daytona Beach
- Lake-Sumter Community College, in Leesburg
- Miami-Dade Community College, in Miami
- Okaloosa-Walton Community College, in Niceville


NASSAU
DUVAL
CLAY
ST. JOHNS
FLAGLER
VOLUSIA
PUTNAM
ALACHUA
BRADFORD
UNION
BAKER
COLUMBIA
HAMILTON
SUWANNEE
LAFAYETTE
TAYLOR
MADISON
JEFFERSON
LEON
GADSDEN
WAKULLA
FRANKLIN
LIBERTY
GILCHRIST
DIXIE
LEVY
MARION
CITRUS
LAKE
SEMINOLE
ORANGE
OSCEOLA
BREVARD
INDIAN RIVER
HERNANDO
PASCO
HILLSBOROUGH
PINELLAS
POLK
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST. LUCIE
MARTIN
SARASOTA
DE SOTO
CHARLOTTE
GLADES
LEE
HENDRY
PALM BEACH
BROWARD
COLLIER
MONROE
DADE

Functions

The principal functions of the model noninstructional adult literacy centers were spelled out by Florida Statute (F.S.) 228.0725: **to identify, contact, counsel, and refer persons considered to be lacking basic or functional literacy skills as defined in F.S. 228.0713 to the appropriate private and public agencies, including human services agencies, providing the needed services.**

In carrying out its functions, each center acts as a liaison between existing literacy providers and related organizations. In order to ensure that the total community is served by a well-publicized and well-organized adult literacy program, each center works to create a cohesive group of literacy providers. Establishing and maintaining cooperative efforts with local libraries is a prime example of this activity.

Center efforts are meant to enhance the work of literacy councils, volunteer tutors, and all professionals engaged in the struggle for adult literacy. They achieve this objective by providing publicity, training, current information, and materials, as well as by encouraging the establishment of new literacy partnerships.

In serving the mission of the centers, **recruitment** is another vital function. Various marketing strategies are employed: advertising through radio, television, and the print media (newspapers, flyers, folders, posters); conducting special programs at schools; soliciting referrals from a wide range of community groups—schools, churches, clubs, businesses, agencies; and visiting prospective clients door-to-door.

Family is a key word in the war against illiteracy. Since illiteracy tends to be self-perpetuating, handed down from one generation to the next, parents are a chief target for center recruitment, counseling, and referral efforts. If the needs of growing children are to be met, it is essential that their parents be reached wherever and whenever they are available—in the workplace, homes, neighborhoods, and during the day, the evening, and the weekend.

Typical center functions include the following:

- identifying and establishing a network system with all appropriate public and private agencies to identify and recruit adults with an eighth-grade education or less
- working with all community agencies such as local libraries to identify and recruit undereducated adults
- interviewing, testing, and counseling undereducated adults and referring them to appropriate programs and/or agencies
- developing an extensive multimedia campaign to heighten public awareness about literacy
- recruiting, orienting, and training volunteers as literacy providers
- planning and establishing a system for identifying the support services available to undereducated adults
- developing and maintaining a publication of adult literacy providers within the service area, with a description of their services
- working with employers to promote literacy in the workplace
- developing procedures for measuring the success of the center
- maintaining student records and conducting follow-up activities

Reports of center accomplishments to the Department of Education, to the State Board of Education, and to the legislature are based on **follow-up** information systematically collected and recorded. Thus, in addition to keeping records on the identification, counseling, and referral of each client, the center must obtain follow-up information as prescribed in Rule 6A-10.0371, Florida Administrative Code (FAC), adopted by the State Board of Education (August 30, 1988).

Strategies

In carrying out their functions, the adult literacy centers use a variety of strategies. All have adopted certain basic strategies—like developing **cooperative agreements** (with business and industry and with other agencies) and recruiting and training **volunteer tutors** and placing them with individual students.

COOPERATIVE AGREEMENTS

A major strategy, developing cooperative agreements, is based on the recognition that illiteracy is a social, cultural, and economic problem. Because of its multidimensional nature, the centers establish working relationships with business and industry leaders, with the library system, and with agencies of the Departments of Health and Rehabilitation Services, Corrections, Labor, and State, among others. These partnerships assist in the implementation of educational goals for the illiterate adult population in the state of Florida.

The centers provide interfacing activities with social-service agencies for literacy testing and recruitment, and with business, industry, and governmental agencies for training and counseling employees in the work force.

The large number of workers who lack basic skills represents an enormous challenge to business and industry. The literacy centers help meet this challenge by encouraging cooperative agreements. Through a variety of methods, the centers help educate local business and

industry leaders about the benefits of literacy, the needs of undereducated employees, and the resources available.

Since a skilled work force is essential to the economic health of the state, cooperation between education and the business/industry community is vital. Partnerships that involve industries, the public and private sectors, media and educators, and religious and civic groups encourage constructive change with lasting impact.

The centers receive much cooperation from other community agencies. Administrators are eager to work with varied groups in an effort to provide programming of high quality at the lowest possible cost.

The following is only a partial list of the many agencies and institutions that have contributed time, facilities, funds, expertise, personnel, materials, publicity, and other resources.

Business and Industry
Chambers of Commerce
Churches
Community Action Agencies
Community Care Centers
Community Centers
Correctional Institutions
Corrections and Probations
County School Boards
County Jails
Court System
Department of Highway Safety and Motor Vehicles
Department of Labor
Florida Job Services
Health and Rehabilitative Services (HRS)
Immigration and Naturalization Services
Job Training Partnership Act (JTPA) Agencies
Laubach
Law Enforcement Agencies
Libraries
Literacy Volunteers of America
Local Advisory Committees
Local Literacy Councils
Local Newspapers
Malls
Medical Centers
Private Industry Councils (PIC)
Project Literacy U.S. (PLUS)
Radio and Television Stations
Salvation Army
Social and Human Services Agencies
Supervisors of Elections
Urban Leagues

Collaborative efforts include the following:

- **Technical assistance and support.** The centers identify teachers and tutors and share with them the practices and procedures that have proven effective in teaching literacy skills.
- **Clearinghouse.** The centers maintain a collection of books, periodicals, professional journals, and program materials related to adult literacy for use by literacy providers.
- **Information services.** Information on legislation, funding, conferences, professional associations, and consultants is compiled and disseminated to all local literacy providers.
- **Referral line.** The centers coordinate calls from potential clients and volunteers and make program referrals to literacy providers.
- **Networking.** The centers offer local literacy providers the opportunity to share practices and procedures that have proven effective in promoting literacy.

VOLUNTEERS

Another basic strategy involves the recruitment and use of volunteers. Since trained volunteers are important to literacy providers, centers actively recruit them. Their effective utilization requires the development of sound procedures for recruiting, screening, interviewing, orienting, training, placing, and retaining them.

Special groups are targeted for recruitment efforts. College students, for example, are recruited, especially in schools with academic programs willing to offer college credit for student participation.

Volunteers are screened before training in order to assure committed, qualified tutors. Even with screening, the high turnover of volunteers in many centers creates a continual need for planning, publicizing, and conducting training activities. In areas of low volunteer turnover, fewer volunteers are trained.

The centers aid local literacy volunteer groups as needed, coordinating all activities so as to avoid duplication of efforts. The centers assist in arranging publicity, screening for tutor training, setting up workshops in school facilities, and purchasing instructional materials.

The centers often make space available to literacy volunteer groups for counseling and placement activities. Center staff also help locate sites where students and tutors can meet for instruction.

ADVISORY COUNCILS

Still another strategy is the creative use of advisory councils. Centers select members who are sensitive to the problems of economically and educationally disadvantaged adults and who through practical advice and community contacts can aid in the resolution of problems. From business/industry, social-service agencies, community-based organizations, job-training programs, government, literacy councils, and libraries, council members provide valuable leadership and direction.

OTHER STRATEGIES

In addition to these basic strategies, a variety of others are adopted by individual centers:

- maintaining a 24-hour hotline
- publishing a periodic newsletter
- providing an active speaker's bureau on adult literacy
- coordinating, orienting, and training college students to be involved in literacy activities
- providing public forums
- placing flyers and bookmarks in grocery bags
- spotlighting social agencies on 30-minute TV shows
- promoting volunteerism through telethon programs
- distributing bumper stickers with hotline phone number
- placing announcements in city buses
- running short commercials in local theaters
- distributing luncheon placements to local restaurants

Expected Benefits and Outcomes

The model noninstructional adult literacy centers benefit the literacy movement in significant ways:

- increased publicity and promotion of literacy for public awareness and recruitment of students
- increased availability of services through added direct telephone lines
- increased counseling services through the availability of knowledgeable staff who can ensure appropriate referral and placement in instructional programs
- greater coordination between literacy providers in the training of tutors, the cross referrals of students to programs, and the sharing of knowledge about program availability
- increased number of qualified and committed tutors trained and placed with individual students
- greater contact with business, industry, and community agencies to increase awareness of the benefits of literacy, of the needs of employees, and of the programs and other resources available; and to promote on-site training of "educational mentors" and individual counseling
- increased recruitment, testing, and placement of HRS/Project Independence clients in literacy programs
- increased communications between the colleges and school districts (for follow-up of high school dropouts) and with other agencies that come in contact with illiterate adults
- increased number of enrollees in adult basic education and other literacy services
- increased number of students seeking GED and adult high school diplomas
- increased literacy among residents—with accompanying improvement in their self-esteem, knowledge, employability, and survival skills

The adult literacy centers are working to create a total community awareness about adult illiteracy, its diverse subgroups within a given society, racial or ethnic discrimination, and the barriers to program participation.

The centers are answering the call for new, pluralistic, community-based initiatives that serve the most disadvantaged, hard-core poor—the majority of whom never enroll in any program. The positive values of these groups are then incorporated and their members enabled to participate more fully in the social and economic life of the broader society.

Evaluation of Center Effectiveness

Compliance and performance evaluations of the adult literacy centers are conducted as specified by law.

An important component of the formative evaluation process is the establishment of baseline data. Each center must collect and keep on file for documentation the following information: (a) the client's name, sex, race, date of birth, and address; (b) the date and results of initial client contact; (c) the name of the agency to which the client was referred; and (d) the date of follow-up and the information obtained from the agency (whether the client inquired about educational services; whether the client enrolled; and, if so, when and at what academic level the enrollment occurred and what the client's current status is).

Each center supplies the Department of Education with the following information, which is used in the evaluation report submitted to the State Board of Education and then in the board's report to the legislature.

- **Clients:** (a) numbers of individuals (1) identified, (2) contacted, (3) counseled, and (4) referred; and (b) current participation status of each student enrolled
- **Providers:** names of all providers utilized
- **Volunteers:** numbers of (a) volunteers trained and (b) volunteer hours provided
- **Cooperative agreements:** number of agreements developed
- **Worksite literacy programs:** (a) number and location of programs and (b) number of employees participating
- **Family literacy programs:** number of programs developed

The centers follow formal and informal evaluation procedures throughout the year. The evaluation of program effectiveness involves follow-up activities and analyses of data concerning client contacts and placement; contacts with businesses, agencies, and literacy providers; the training and placement of volunteers; promotional activities; and client responses. Internal staff evaluations are conducted by deans and program administrators.

Accomplishments

Though accomplishments vary from center to center, significant gains are reported. A summary of quantifiable accomplishments for the three-year period suggests the scope of center activities:

- 25,816 adults identified
- 21,920 adults contacted
- 19,576 adults counseled
- 18,794 adults referred
- 9,970 adults enrolled in literacy programs
- 122,931 hours of volunteer instruction generated
- 2,042 volunteers trained
- 610 cooperative agreements developed
- 39 workplace literacy agreements made
- 13 family literacy programs facilitated
- 69 providers utilized

During the last fiscal year (July 1, 1989–June 30, 1990), gains have been especially impressive—as indicated by the following selected figures:

- 17,897 adults identified
- 6,346 adults enrolled in literacy programs
- 79,475 hours of volunteer instruction generated

But numbers never tell the whole story. The centers function in various productive ways—most of which reinforce community linkages. Materials have been distributed to businesses. Countywide forums on workplace and family literacy have been sponsored. Recruiting workshops and town meetings have been held. And academic testing and assessment services have been provided to other agencies.

In addition, centers have been successful in obtaining donations and grants, which boost their efforts. For example, federal VISTA grants were awarded. Heinz USA contributed funds for homeless adults in Broward County. And the center at Okaloosa-Walton Community College received a federal grant to establish a Student Literacy Corps program to use college students as peer tutors.

The centers have been recognized for their achievements. Polk County, to cite only one example, received an award from the Community Education Foundation for its Mornings with Moms Program.

Planned Actions for the Future

As center operations grow increasingly sophisticated, the numbers of referrals, enrollments, and workplace literacy programs are escalating. In response to the need for expanded services and for other identified needs, the centers plan to focus on actions such as the following:

- extending outreach efforts. The establishment of more satellite centers, for example, is part of the ongoing effort to bring all regions of the state within the service area of an adult literacy center.
- supplying the information needed for an organizational and management guidebook that will expedite further expansion efforts. When the centers began, they had no models. Now, after three years of operation, their experience can benefit others.
- adopting procedures for reducing the attrition that occurs between referrals and enrollments.
- implementing a student literacy corps.
- developing training related to adult learning disabilities.
- recruiting more volunteer tutors and offering more training activities for tutors who serve in workplace literacy programs.
- expanding linkages with other agencies in training volunteers.
- continuing to identify and disseminate information on exemplary adult literacy programs, procedures, and/or projects, and to assess adult services and program needs.

The Challenge

The illiterate population in the United States is growing at an estimated rate of 1.5 million per year. Only strong measures can begin to reverse this trend. Only sustained efforts can secure the advantages of higher literacy levels for individuals—better jobs, improved lifestyles, greater self-esteem and self-reliance; and for society—more positive contributions, higher productivity, reduced public assistance and crime.

Florida's 1987 legislative mandate establishing model noninstructional adult literacy centers represents a major tactic in this state's campaign for more widespread literacy. The measure is resulting in a higher quality of programs, less duplication of services, and a more coordinated approach to the education of increased numbers of illiterate residents in Florida.

Appendixes

Appendix A: Florida Statute 228.0725

228.0725 Model noninstructional adult literacy centers.—

(1) The Commissioner of Education shall select three community colleges and three public school districts to pilot from January 1, 1988, to January 1, 1989, the use of model noninstructional adult literacy centers to complement existing public and private instructional adult literacy programs. The role of the centers is to identify, contact, counsel, and refer persons considered to be lacking basic or functional literacy skills as defined in s. 228.0713 to the appropriate private and public agencies, including human service agencies, providing the needed services. The centers shall not duplicate or supplant the existing services provided by public and private agencies operating within the district.

(2) In selecting pilot program participants, the Commissioner of Education shall, at a minimum, consider the extent to which:

(a) Cooperative arrangements with other state and local agreements and innovative approaches are to be used for carrying out the role of the pilot center;

(b) Similar services are being provided for within the service delivery area;

(c) The program objectives may be accomplished within the amount of the budget request;

(d) Monitoring of program performance is provided for; and

(e) Fiscal controls and fund accounting procedures exist to ensure proper use of, and accounting for, the funds to be received.

(3) The activities and funding of a center shall be reported and accounted for in a manner through which the conduct of the center is kept separate and distinct.

(4) The State Board of Education shall develop rules for implementing this section, including criteria for evaluating the performance of the pilot centers, and shall submit a final evaluation report of the pilot centers to the Legislature on or before April 1, 1989.

History.—s. 16, ch. 87-329.

Appendix B: State Board of Education Rule 6A-10.0371

6A-10.0371 Model Noninstructional Adult Literacy Centers.

(1) Model noninstructional adult literacy centers may be established in school districts and community colleges.

(2) The role of the center is to identify, contact, counsel, and refer adults considered to be lacking in basic or functional literacy skills to appropriate private and public agencies, including human service agencies, providing adult basic education services.

(3) Each center shall meet the following requirements:

(a) Maintain records that:

1. Describe the methods used for client identification and contact.

2. Describe the methods used for client counseling and referral.

3. Contain base data for each client including: name; sex; race; date of birth; address; date of client initial contact; the results of that contact; the agency the client was referred to; date of follow-up with that agency to determine if client inquired about educational services, if the client enrolled and date of enrollment, academic level of enrollment, and current participation status of the client.

(b) Develop and maintain a publication listing the adult literacy providers within the service area; the phone number, address, and name of the contact for each provider; subjects and grade levels taught by each provider; the methods of instruction used by each provider.

(c) Retain copies of cooperative agreements developed for the purpose of carrying out the role of the center.

(d) Establish and maintain fiscal controls and accounting procedures for reporting and evaluating purposes through which the conduct of the center is kept separate and distinct.

(e) School districts shall follow the accounting procedures prescribed in "A Manual . . . Financial and Program Cost Accounting and Reporting for Florida Schools."

(f) Community colleges shall follow the accounting procedures prescribed in the "Accounting Manual for Florida's Public Community Colleges."

(4) The performance of each center shall be evaluated annually by the Department of Education. Such evaluation shall be presented to the State Board for use in submitting its final report to the Legislature. The evaluation shall be based upon a review and assessment of the documentation that supports compliance with the provisions of Rule 6A-10.0371(2) and (3), FAC.

Specific Authority 228.0725(4) FS. Law Implemented 228.0725 FS. History - New 8-30-88.

Appendix C: Compliance and Performance Evaluation Criteria, Fiscal Year 1990–91

COMPLIANCE CRITERIA

1. Is a record maintained that describes the methods used for identification and contact of adults considered to be lacking in basic or functional literacy skills?
2. Is a record maintained that describes the methods used for counseling and referral of clients considered to be lacking in basic and functional literacy skills?
3. Is a record maintained to create a data base for each client, including name, sex, race, date of birth, address, date of initial client contact, results of that contact, referral agency, date of follow-up with that agency, date of client enrollment, academic level of enrollment, and current participation status of client?
4. Is a publication developed and maintained listing the literacy providers within the service area, including name of provider, phone number, name of each provider contact, subject and grade levels taught by each provider, and method of instruction used by each provider?
5. Is a file retained for copies of cooperative agreements developed for the purpose of carrying out the role of the center?
6. Are separate and distinct fiscal controls and accounting procedures for reporting and evaluation purposes established and maintained?
7. Does the school district follow accounting procedures prescribed in "A Manual . . . Financial and Program Cost Accounting and Reporting for Florida Schools"?
8. Does the community college follow accounting procedures prescribed in the "Accounting Manual for Florida's Public Community Colleges"?
9. Is there evidence that the model noninstructional adult literacy center coordinates activities for implementing the local educational agency's adult literacy plan?
10. Does the model noninstructional adult literacy center contribute significantly toward meeting the new literacy goal for the designated service area in which the center is located?
11. Does the model noninstructional adult literacy center effectively assist in implementing strategies identified in the local educational agency's adult literacy plan?

PERFORMANCE CRITERIA

1. Has the model noninstructional adult literacy center established and maintained an advisory council?
   - Is the membership representation appropriate to the mission of the center?
   - Does the advisory council meet with sufficient frequency to address the issues and problems related to the center?
   - Are minutes recorded, distributed to members, and maintained as permanent records?
2. Does the model noninstructional adult literacy center identify, recruit, train, and provide support to the volunteer providers?
3. Does the model noninstructional adult literacy center maintain a file of information to document support of the community for the center?
4. Has the center developed an effective public information program concerning its purposes, resources, services, and program results?
5. Is there evidence of cooperation and arrangements with the following public and private agencies to effectively utilize resources and avoid duplication of services?
   - business and industry
   - HRS
   - Department of Corrections
   - education
   - naturalization
   - library organizations
   - Private Industry Council
   - religious organizations
   - other
6. Are resources that are provided by the community for literacy-student identification, recruitment, and referral utilized effectively?

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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